

# CURRICULUM POLICY

## PURPOSE

At Tecoma Primary School we use the Victorian Curriculum to develop and provide education programs that are meaningful for students. Our 21<sup>st</sup> century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in learning. We access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities to support student learning.

## OBJECTIVES

To implement a dynamic curriculum program that:

- Is compliant with DET's policies and based on the Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/>
- Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning
- Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation
- Provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners
- Enables students to interact with other students and the wider community.

## POLICY

### GUIDELINES FOR IMPLEMENTATION

The Victorian Curriculum Foundation (Prep) - 10 (F - 10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The design of the Victorian Curriculum F-10 is set out below:

Learning areas	Capabilities
<b>The Arts</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> <b>English</b> <b>Health and Physical Education</b> <b>The Humanities</b> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> </ul>	<b>Critical and Creative Thinking</b> <b>Ethical</b> <b>Intercultural</b> <b>Personal and Social</b>

<ul style="list-style-type: none"> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> <p><b>Languages</b></p> <p><b>Mathematics</b></p> <p><b>Science</b></p> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	
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- Cross Curricular Priorities in Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability spans across all curriculum areas. See <http://www.vcaa.vic.edu.au/> for more detailed information about the Victorian Curriculum.
- The school will ensure that it has a detailed budget to support curriculum programs. Budget requests will be formulated by program leaders in October before the next school year. These will be compiled by the Principal and discussed in the Finance Sub-Committee Meeting. Indicative Budgets must be approved by School Council prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year.
- Each term, Year level teams will produce a curriculum planning document detailing the learning focuses of the term. This will include references to The Victorian Curriculum Standards.
- A range of current DET teaching and instructional models will be referred to in curriculum planning documents. This will include such resources as:
  - Practice Principles for Excellence in Teaching and Learning  
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx>
  - Framework for Improving Student Outcomes (FISO)  
<https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx>
  - The Pedagogical Model  
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx#link68>
  - High Impact Teaching Strategies (HITS)  
<https://www.education.vic.gov.au/documents/school/teachers/support/highimpactteachstrat.pdf>
  - The Literacy Portal  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx>
  - Literacy Teaching Toolkit  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>
  - Numeracy Portal  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/numeracyportal.aspx>
  - Victorian Early Years Learning & Development Framework: Birth to 8 Years (Victorian Framework) <http://www.vcaa.vic.edu.au/earlyyears/index.html>

- The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.
- The school will have a range of specialist programs to deliver various curriculum programs such as Digital Technologies, Physical Education, Japanese, Science and Visual Arts (Art) /Performing Arts (Music). These will be offered depending on school/DET priorities; access to qualified teaching staff; and timetable provisions.
- The school will teach a concept based Inquiry curriculum. The whole school will focus on the same concept each term. The curriculum is progressive and different focuses are studied in each level team.  
These concepts are:
  - “Who we are” (units about identity, diversity, leadership)
  - “History” (Units about our past)
  - “Our Earth/ Sustainability” (Units about geography and how we care for our planet)
  - “Going Global” (Units about making connections with our community and how we fit into the world)
- The Inquiry Learning Program will encompass learning in all the domains in the Victorian Curriculum over the school year. A range of thinking curriculum tools such as ‘Habits of Mind’, ‘De Bono’s Thinking Hats’, ‘Bloom’s Taxonomy’ and ‘Gardner’s Multiple Intelligences’ will compliment this curriculum.
- A range of DET programs will support curriculum delivery in the school. These include English as an Additional Language (EAL), Multicultural Education, the Language Support Program, Health Education, \_Koorie/WANNIK  
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx>  
Gifted Education, Drug Education, and the Program for Students with Disabilities.  
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx>
- A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials which are inclusive of all students and the wider community and do not contain obscene, highly offensive or overly controversial nature. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances.  
Please see:  
<http://www.education.vic.gov.au/school/teachers/teachingresources/Pages/default.aspx> for more information.
- A comprehensive assessment schedule will be devised and implemented to support assessment of student learning.
- The school will offer excursions and/or incursions to compliment the curriculum. Generally two excursions and two incursions will be organised per year. Other experiences, such as camps, sporting programs and leadership courses will also be offered.
- The school will engage with affiliations to assist in curriculum planning and delivery.
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example, Science Week, Grandparent’s Day, KidsMatter Day, Book Week, Literacy & Numeracy Week, Japanese Day.

Special provisions for particular curriculum areas are detailed below:

## Learning Areas

### English

- English learning should encompass the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in the Victorian Curriculum.
- It is expected that a two-hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.
- The SMART Spelling program will take place on a daily basis during the Literacy block.
- Grade Prep-4 should use teaching strategies outlined in the Early Years Literacy Program.
- The 'Seven Steps to Writing Success' will be used throughout the school to develop student writing skills
- The 6+1 Traits will be taught in the literacy block, as part of the Reader's Workshop and Writing focuses
- Students will be explicitly taught vocabulary and grammar as part of the literacy block
- The Writer's Notebook is a further writing tool and is an integral component of the writing process.
- Grade 5-6 should use teaching strategies outlines for students in the Middle Years of Schooling. See:  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/default.aspx>

### Mathematics

- Mathematics teaching should encompass the areas of Number & Algebra, Measurement & Geometry and Statistics and Probability as outlined in the Victorian Curriculum.
- It is expected that an hour numeracy block be scheduled each day. This could be integrated across other areas of learning.
- The Four Proficiencies of Understanding, Fluency, Problem Solving and Reasoning will be interwoven throughout units of work.
- Our guiding principles of: *"Using each child's ZPD (Zone of Proximal Development), creates engaging opportunities for every individual student to grow"*. This caters for the diverse needs of all, a flow of the proficiencies through exposure to multiple and diverse hands-on strategies and approaches, authentic and practical experiences connected to the students' lives and real-world context. This also creates a collaborative environment, where all voices and individual journeys are valued and students will be empowered to achieve a growth mindset through discussion and access to supporting resources.
- The Key Characteristics of Effective Numeracy Teaching should be used as a guide to plan numeracy teaching  
See:  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/default.aspx>

### Health & Physical Education

- In accordance with DET policy, Tecoma Primary School will mandate the following times to Physical Education:
  - Prep - 2 – 45 minutes specialist session each week
  - 3 - 6 - 45 minutes specialist session as well as 1 hour of sport each week.
- The school will be a member of SDSSA each year (Sherbrooke District School Sports Association)
- The school will participate in the SDSSA sport events summer sport, winter sport, athletics, cross-country
- An 8 session, weekly Swimming Program will run yearly for all year levels.
- The Physical Education Program will be supplemented by outside sporting associations who may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will have a whole school approach to Health Education, including Life Education. Other health related topics that the school will cover include Healthy Eating, Sexual Education (through Family Life sessions for years 5 & 6 students) - Student Wellbeing, (e.g. KidsMatter, Bounce Back, School Values). For more information see:

<http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims>

- In accordance with DET policy the school must provide effective drug education consistent with the national *Principles for School Drug Education* and should deliver 10 hours of drug education per year level, per year. This could be integrated into other learning programs offered by the school.

## Languages

- According to DET policy, schools must provide tuition in languages from Prep to Year 10 by a suitable qualified teacher and report student achievement from Level 4 onwards.
- At Tecoma Primary School all students from Prep – 6 are provided with a report for Japanese, based on the Standards in Languages.
- At Tecoma Primary School our Language is Japanese.

## Digital Technologies

- At Tecoma Primary School it is a priority to include Digital Technologies and ICT skills across the whole school curriculum.
- A Digital Technologies Professional Learning Team provide advice on digital priorities throughout the school.
- All classroom teachers are expected to explicitly teach Digital Technologies and imbed ICT skills into their learning programs
- Students will engage with digital tools for the dual purposes of:
  - Developing their ability to use a range of digital tools and transfer their knowledge and skills to a range of devices.
  - Creating engaging and impactful lessons in a range of curriculum areas
- Students will develop their understanding of Digital Citizenship, including explicit focuses on Respectful Online Behaviour, Digital Safety and Digital Footprint
- See <http://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims> for more information.

## Science

- At Tecoma Primary School all classroom teachers are timetabled to take weekly Science sessions with their class.
- Our STEM Science Specialist Trained staff, support the classroom teachers/teams (when needed) in the development of their Science sessions.  
See:  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/Pages/default.aspx>

## The Humanities

- In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.
- The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.
- In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.
- In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.
- At Tecoma Primary School the humanities are explored through each terms' Inquiry Units.

## The Arts

Through the Visual Arts (Art) and Performing Arts (Music) programs which take place at Tecoma Primary School, students will:

- develop their intellectual, creative and expressive potential
- develop skills, techniques and a knowledge to foster personal expression
- create, perform respond and present art works
- develop critical skills and an understanding of aesthetics
- develop an understanding of how the Arts evolve within social, cultural and historical contexts
- be provided with opportunities to experiment with various media, applications, equipment and technologies.
- be provided with comprehensive learning experiences to develop skills, understandings, confidence, appreciation and enjoyment in the Arts.
- experience sequential Visual and Performing Art and Music programs based upon the outcomes contained within the Victorian Curriculum and outlined in the school's Art and Music Scope and Sequence Plans.
- be provided with enrichment opportunities through incursions, excursions, school productions, performances, festivals and classroom programs.
- be offered the opportunity to participate in extension activities such as Choir, Orchestra, Ensembles and Dance Groups.

The school will endeavour to:

- employ specialist visual art and performing arts teachers where possible.
- provide the opportunity for students to attend private instrumental music lessons during school hours.

The program will incorporate the biannual whole school production and yearly performing arts activities.

## Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

### Critical and Creative Thinking

Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students' motivation for, and management of, their own learning.

Critical and creative thinking are strongly linked. Students require explicit support to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection. Developing critical and creative

thinking capability is an essential element of developing successful, confident and innovative members of the community.

Critical and creative thinking capability aims to ensure that students develop:

- an understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

### **Ethical**

The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems.

This exploration strengthens students' capacity to make decisions informed by an understanding of the values, principles, concepts and ideas that underpin different assumptions, and an ability to analyse and evaluate these.

Building capability in ethical understanding supports the development of informed citizenship at local, regional and global levels.

The Ethical Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups
- Cultivate open-mindedness and reasonableness.

### **Intercultural**

Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural capability aims to develop knowledge, understandings and skills to enable students to:

- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

### **Personal and Social**

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and

optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

### **ACHIEVEMENT MEASURES**

- Victorian Curriculum student achievement data
- Student, staff and parent opinion surveys
- Various formative and summative assessments (PAT Maths and Reading, Essential Assessments, Probe, Running Records, BURT, SWST, Writer's Word List)
- NAPLAN
- Specialist Planning Documentation
- Term Level Planners
- Student's progress will be reported on at the end of Semester 1 and Semester 2's academic reports
- Weekly Planning Documentation

### **REVIEW CYCLE**

This policy was last updated on **17<sup>th</sup> August, 2021** and is scheduled for review in **October, 2024**.